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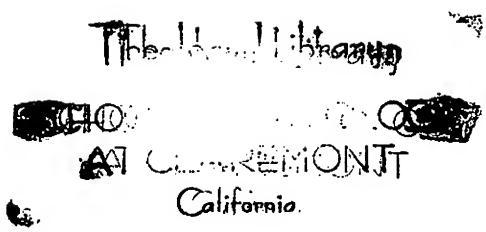
Shaping Christian Education in a Church

Kenneth O. Blazier

A Workbook for Educational Planners

Published 1980, Board of Christian Education of the Church of God
Anderson, Indiana



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Anderson, Indiana

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INTRODUCTION

As we make decisions each day, we are involved in a process of planning. Whether our decisions are related to today or to many years in the future, they result from planning. Even when we do not stop to think about the steps in planning, as described in Section 2 of this workbook, planning may be taking place.

An illustration of this is given by Linda R. Schaeffer in "A Manual on Planning" prepared for the Brick Church Lutheran Parish of Ford City, Pennsylvania (pages 1-2):

> "A family moved into a new house and the wife very soon realized that because she was unsually tall, the kitchen cabinets were too low for her working comfort **(determining problem).** Some alternatives seemed to be to live with it the way it was, do partial remodeling adding a higher work island, or redoing the whole kitchen. They **weighed advantages and disadvantages** of each and decided to remodel completely. They had **developed** a **plan** including all the changes they wanted to make, with the help of some expert advice. Then the remodeling was **done** (taking **action** steps). Afterward they were generally pleased with the results except for a few minor items **(evaluation).** Some years later they moved into another home and again the kitchen was too low. This time planning was easier. They were able to remodel and include the improvements they wished had been made before."

Because planning is something we all do, "Should we plan?" is not a necessary question. Of course we should. When we look at an area like educational planning in a church, key questions are:

(1) What is educational planning?
(2) Who are the educational planners?
(3) Why should we plan?
(4) What are the assumptions behind the planning process?
(5) What are the steps in effective planning?

Section 1 of this workbook will consider the first four of these questions. The fifth question will be considered in some detail in Section 2. The primary purpose of the workbook is to provide practical step-by-step help for local church educational planners, including:

- the board or committee of Christian education or others responsible for planning the total program of Christian education in a church,
- administrators responsible for planning specific areas of Christian education, and
- teachers and other group leaders responsible to plan for specific class/group sessions.

This is written both as a guide and as a workbook. It is a guide in suggesting step-by-step procedures. It is a workbook in providing blank spaces, charts, etc. for the user's work in planning.

May God bless you and your congregation as you use this planning tool in shaping the Christian education program of your church.

Kenneth D. Blazier

Section 1

Planning—Basic Questions

Section 1 of this workbook provides material which will introduce educational leaders to planning and its values in the teaching ministry of the church. The material appears in four parts:

Part A—What is educational planning?

Part B—Who are the educational planners?

Part C—Why should we plan?

Part D—What are the assumptions behind the planning process?

A

PART A: What Is Educational Planning?

Because planning is something we do all the time, **plans** and **planning** are such common words that they are often taken for granted. When we make the assumption that everyone plans—and that assumption is certainly a valid one—we may at the same time give far too little attention to the meaning of planning and to the planning process.

A group may have difficulty planning when members of the group have different understandings of what planning is and does. Some persons see planning as a kind of "road map" designed to help us move from Point A to Point B. To others it is a complex system involving an organization's goals and resources, forecasts about future conditions, and selected courses of action for bringing about change. Some consider planning as the most important function of designated leaders, while others see it at best as "something up in the clouds" and at worst as a needless waste of time and energy.

Only when persons within a planning group have a common and positive understand of what planning is, will they be able to do their planning task together and effectively.

Any definition of planning has to include what the conditions are or situation is at the present time, an understanding of what we would like it to be, and efforts to bring that about. **Planning is determining and implementing a course of action to bring about desired results.**

Educational planning within a church is making the necessary decisions and taking the necessary actions to educate persons in the Christian faith. Taking actions without first making responsible decisions is a form of planning—but not an effective or responsible one. Making decisions without implementing them through responsible action is often the practice of planning groups—but it is not effective planning. It is not one or the other, but both **making decision** and **taking actions.**

In planning we decide in advance **what to accomplish** (an objective), **what to do** (program and method, **when** to do it (time), and **who** will do it (leadership assignments). In planning we base decisions on our purpose, facts, and assumptions. In planning we think about the future with a realistic understanding and interpretation of the past and present. In planning we commit ourselves to influence events under our control in order to achieve desired results. In planning we continually evaluate what we are doing in order to be as effective as possible in achieving our goals and objectives.

Planning can be a form of worship during which contemplative and reflective spirits are open to the working of the Holy Spirit in and through the planners and the planning process. In this way planning is a spiritual activity.

PART B: Who Are the Educational Planners?

In most churches there is a board or committee of Christian education. That group generally has the authority and responsibility to plan the total program of Christian education for the congregation. The chart on the next page attempts to show how the board of Christian education:

- is elected by the congregation with authority and responsibility to plan Christian education (solid-lined, one-way arrow);
- coordinates its planning with that of the total church and of other boards/committees, generally through a Church Council (two broken lines with arrows going both ways);
- seeks input or feedback from the congregation regarding the educational needs of persons and the proposed programming (dotted-lined, one-way arrow);
- involves the pastoral staff in its planning (curvey-lined, one-way arrow);
- delegates areas of planning to subgroups (large circles) and other designated educational leaders (small circles), with subgroups in turn delegating planning responsibility to individuals (small squares) appointed with leadership responsibility (solid-lined, two-way arrows).

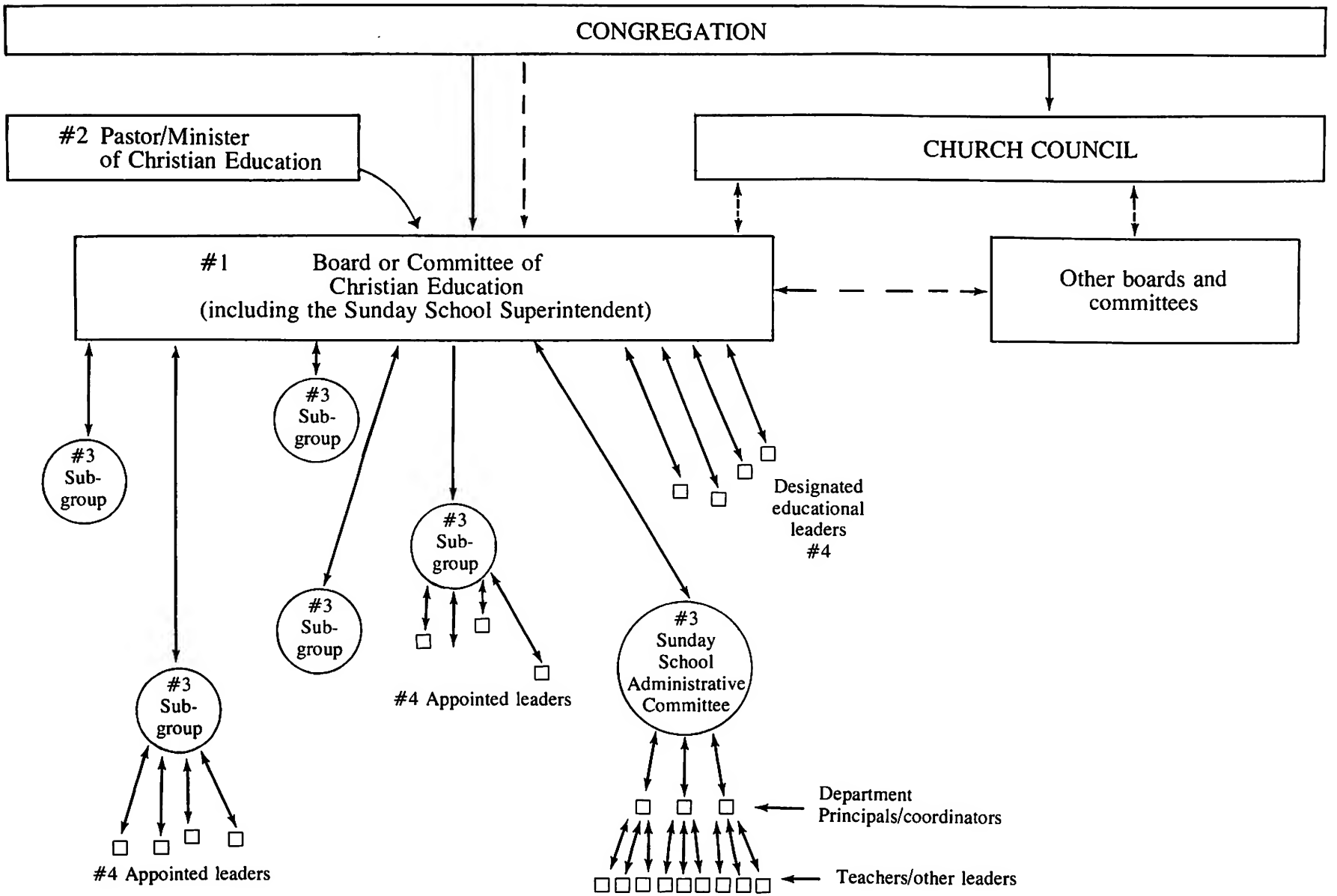
While it has the authority and responsibility to plan the total educational program, the board of Christian education involves many others in the planning, including:

- subgroups assigned to plan specific areas of the work, such as the church school, family ministries, ministry with youth, etc.;
- teachers and other leaders selected to plan for specific class/group sessions;
- the congregation, and persons and groups within it, who are asked to give the board input regarding educational needs and the effectiveness or potential of educational programs;
- the pastoral staff who are essential participants in the board's planning decisions and implementation;
- other church planning groups, in order to coordinate the total planning efforts of the congregation.

Who are the educational planners? The board or committee of Christian education (#1 on the chart), the pastoral staff (#2), and the subgroups (#3) and individual leaders (#4) designated to plan specific areas of the Christian education program (such as the church school, ministry with adults, mission educaton, etc).

WHO ARE THE EDUCATIONAL PLANNERS?

(#1, #2, #3, and #4)



PART C: Why Should We Plan?

There are many reasons for a church to involve itself in careful planning of its program of Christian education, including its many events and class/group sessions.

A church will plan because:*

C

a. Planning provides a map for busy people to get from **what they are doing** in their educational ministry to **what they want to do.**

b. Planning provides for many person to be involved in decision making by including administrators, leaders, and those for whom the educational program is planned.

c. Planning is an effective way to match needs with available resources.

d. Planning helps a church to provide a variety of educational programs.

e. Planning allows each church to respond to the needs of its own situation.

f. Planning helps a church make the best possible use of available resources (time, persons, materials, budget).

g. Planning enables persons to take an objective look at the total program of Christian education.

h. Planning gives a sense of purpose to the organization.

i. Planning sets standards by which planners can check the effectiveness of their work.

j. Planning gives the planners a sense of confidence in their work.

k. Planning can provide a basis for good communication among planners and between planners and the congregation.

l. Planning gives a solid basis for budgeting and making budget requests.

m. Planning can help to anticipate problems and avoid some stumbling blocks which may arise.

n. Planning (when done in advance and adequately outlined) enables one to complete work on time.

o. Planning helps recruit good leadership.

p. Planning becomes a means of skill development in persons.

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*The first 5 sentences of this list are taken from page 8 of *Planning Christian Education in Your Church* by Kenneth D. Blazier and Evelyn Huber.

PART D: What Are the Assumptions Behind the Planning Process?

In Section 2 of this workbook is outlined the basic planning process for educational planners. Suggestions are given for the use of this process (the steps) by the board or committee of Christian education and other planners. Before the planning steps are considered, it is important to ask: What are the assumptions behind the planning process?

The basic assumptions behind this planning process include:

D

- Planning is absolutely essential for the teaching ministry of a congregation.
- The values of systematic planning far exceed the difficulties or obstacles to be overcome.
- The basic planning process (Section 2, Part A) may be adapted for use by all educational planners.
- Effective educational planning is possible within a church when persons are committed to and make use of the planning process.
- Because no one can know better than the congregation itself what is needed in its teaching ministry, educational planning must be centered within the congregation.
- Each church should determine its own goal and objectives for Christian education and decide how it will achieve them through program plans, personnel, and other resources.
- A church's goal for Christian education must reflect what it understands its purpose (mission) to be and what it thinks Christian education is.
- A flexible education program and up-to-date resources are essential in a changing world.
- Planners must continually search for new and more effective approaches to education, subject always to evaluation and modification.
- Planned educational opportunities should reflect both the needs of persons and the concerns of the gospel and church.

Section 2

Steps in Planning

Section 2 of this workbook is designed to provide step-by-step help for local church planners of Christian education. This material appears in four parts:

Part A—*The Basic Planning Steps:* the essential planning steps for all educational planners.

Part B—*Planning the Church's Total Program of Christian Education:* how the material in Part A may be used by the church's board of Christian education, pastor, and others in planning the total program of Christian education.

Part C—*Planning for Specific Areas of Christian Education:* how the material in Part A may be used by local church administrators in planning for specific areas of Christian education, i.e., the church school, family ministries, ministry with youth, older adults, single parents, etc.

Part D—*Planning for a Class/Group Session:* how the material in Part A may be used by teachers and other group leaders in planning for specific class/group sessions.

A

PART A: The Basic Planning Steps

The following material is the basic planning steps for all educational planners in a church—for (1) boards of Christian education, (2) administrators responsible for specific areas of Christian education, and (3) teachers and other leaders of classes and groups.

Part A is written as a step-by-step guidance for use within a planning group. Because it is presented in workbook form, it is suggested that each person in the planning group have a copy of this material. Otherwise, the designated convenor/facilitator of the planning group will need to use newsprint (and marking pens) frequently so that all lists are recorded and in front of the group as needed.

The material in Part B, Part C, and Part D suggests how this material may be used by these three groups of planners.

I. DETERMINE THE CHURCH'S GOAL OF CHRISTIAN EDUCATION.*

An overall goal for Christian education within a congregation is absolutely essential. There are several values in having such a goal:

- The congregation will have a common vision of what may result from its educational efforts.
- Participants and leaders in the educational program will have appreciation for what can and hopefully will happen in their lives and experience as they participate.
- Teachers, group leaders, and administrators can plan their respective parts of the educational program in relationship to this goal.

A church's goal for Christian education reflects what it understands its purpose (mission) to be and what it thinks Christian education is. Consequently, there are three suggested parts to this step of determining the church's goal for Christian education.

A. What is the purpose (mission) of our church?

A statement of purpose indicates our understanding of God's task for us as a community of Christians. It is a statement of our understanding of our reason for being, of why we exist. If the church has a statement of purpose, follow the suggestions in #1; if not, follow the suggestions in #2.

1. If a statement of purpose exists, write it here:

*This step is based on pages 12-13 of *Planning Christian Education in Your Church* by Kenneth D. Blazier and Evelyn M. Huber (Judson Press, 1974).

Review with others the following questions about the background of the statement of purpose:

- Why was it written?
- How was it developed?
- When was it written?
- Who developed it?

What are the key words or phrases in the statement?

Write in a sentence or two how you would describe the meaning of the purpose statement to someone unfamiliar with it:

Is the statement adequate in your judgement? If not, what additional understandings do you want to keep in mind as you use this statement in planning?

2. **If a statement of purpose is not available,** list here the words and phrases which describe what you think the purpose (mission) of your church is:

Read these biblical passages related to the purpose (mission) of the church:

Matthew 28:19-20
I Peter 2:9-10
Acts 1:8
Ephesians 2:19-20
Ephesians 4:4-16
Romans 10:13-15

In light of these passages, now add other words and phrases to your list describing the church's purpose.

Using the ideas reflected in the list of words and phrases, complete this sentence:

THE PURPOSE (MISSION) OF OUR CHURCH IS . . .

B. What is Christian education?

List here the words and phrases which describe what you think Christian education is (i.e., "helping persons learn about the Bible," etc.):

Here are some definitions of Christian education:

- Christian education is the guided teaching-learning process of helping persons to become aware of God and to respond to God in faith and love.
- Christian education is a program of formal or planned instruction within a congregation to help persons understand the Bible and apply the biblical message to life situations.
- Christian education is the total effort of a congregation to help individuals dedicate themselves to Christ and develop the understandings, attitudes, and skills needed to live as disciples of Jesus Christ.
- Christian education is the planned teaching-learning endeavor of a congregation, offered for the purpose of education in the Christian faith and for the Christian mission.

In light of your listing of words and phrases describing Christian education and these definitions complete this sentence:

CHRISTIAN EDUCATION IS . . .

C. What is our goal for Christian Education?

Below are three examples of educational goals for a congregation:

- The goal of Christian education is to enable persons to learn of God through Christ as experienced in the Christian community, the church.
- The goal of Christian education is to help all persons know God's love as it is revealed in Jesus Christ, grow in their understanding of the Christian faith, and be involved in the mission of the church.
- The goal of Christian education is to teach all persons the Bible, Christian beliefs, and right-and-wrong, so they may live as Christians.

Consider these goal statements in light of your two sentences, "The purpose (mission) of our church is . . ." and "Christian education is. . . ." Write your own goal statement which will reflect your understanding of purpose and Christian education. Your statement may include ideas from one or more of the three examples above.

OUR CHURCH'S GOAL FOR CHRISTIAN EDUCATION IS . . .

II. IDENTIFY THE AUDIENCE.

It is important for planners to know who the audience is for their planning. That is, who are the persons we will be attempting to reach and help as a result of our planning efforts? Our response to this question should be as specific as possible. To say, for example, that our audience is the entire congregation and community is too general an answer.

Because there is a wide variety of persons we can plan to reach in the Christian education program, planners need to identify from those potential groups of persons the more specific audience which will have priority for their planning.

Identifying the audience is Step II. In Step III specific information will be gathered about the persons in the determined audience in order to define the needs or problem areas to work on (Step IV). Identifying the audience in Step II is **often a tentative decision,** which is later modified when there is more specific information available and when needs or problem areas are being identified. However, it is important to identify the audience as Step II, even though tentatively, in order to set some limits for gathering information (Step III) and for defining needs or problem areas (Step IV).

The checklist below may be helpful in identifying the audience for your planning.

- Put a "1" by the categories for which you believe Christian education planning **must be done immediately.**

- Put a "2" by the categories for which you believe Christian education planning **should be done in the near future.**

- **Add other categories** to any of the sections of the checklist to indicate other planning audiences which you feel are necessary.

THE AUDIENCE FOR OUR PLANNING

Pre-school children

____ Living with both parents
____ Living with one parent
____ Living with a parent who has remarried
____ Living in other family situations
____ _____
____ _____

Elementary-age children

____ Living with both parents
____ Living with one parent
____ Living with a parent who has remarried
____ Living in other family situations
____ _____
____ _____

Youth

____ Living with both parents
____ Living with one parent
____ Living with a parent who has remarried
____ Living in other family situations
____ _____
____ _____

Adults (young, middle, older)

____ Singles who have never married
____ Divorced persons
____ Widowed persons
____ Single parents
____ Married couples with no children
____ Parents of pre-school children
____ Parents of elementary-age children
____ Parents of youth
____ Parents whose children are married
____ Grandparents
____ _____
____ _____

Intergenerational groups

____ Children and parents
____ Youth and parents
____ Children and youth
____ Extended families (groups including some or all of these: parents with their children, children or youth without their parents, children with one parent, parents without their children, singles, grandparents)

Special persons (of all ages)

____ Handicapped persons

    ____ Physically handicapped
    ____ Emotionally handicapped
    ____ Mentally handicapped
    ____ Financially handicapped

____ Intellectually gifted persons
____ _____
____ _____

III. GATHER INFORMATION ABOUT THE AUDIENCE.

After the audience has been identified, planners will need information about the audience in order to determine the needs of persons or the problem areas to work on in further planning. Some information will be known or readily available. Other information will have to be obtained through some data-gathering means. This may be informal research, such as seeking others' opinions regarding their preference of programs or activities; or it may be more formal research, such as the use of a questionaire or survey form with a large group of persons who are in the targeted audience.

For each group or category of persons in our identified audience we need to ask:

- What do we know now?
- What additional information do we need?
- How can we get the additional information?
- Who will get the information?

1. List here the categories or groups of persons within your planning audience (those identified as "1" on pages 15-16, for which "planning *must be done immediately*").

2. For *each* category or group in #1 complete the following chart. (You will need to make extra copies of this chart so as to have a copy to complete for each group in the planning audience.)

Audience:		
INFORMATION NEEDED	WHAT DO WE KNOW NOW?	WHAT ADDITIONAL INFORMATION DO WE NEED?
Their background (significant experiences, relationships, influences, etc.)		
Their home situations (relationships, atmosphere, etc.)		
Their community involvements (types of groups, quality of the experiences, etc.)		
Their interests (hobbies, etc.)		

INFORMATION NEEDED	WHAT DO WE KNOW NOW?	WHAT ADDITIONAL INFORMATION DO WE NEED?
Their attitudes (feelings, motives, commitments, openness to others, etc.)		
Their skills and understandings (what they know and want to know, skills they have and need, etc.)		
Their expectations from the Christian education program (hoped-for experiences, relationships, growth, etc.)		

3. There are several possible methods for gathering the additional information needed. These include written instruments, interviews, and observations:

WRITTEN INSTRUMENTS

A common method of gathering information is to prepare a questionnaire or survey form calling for written responses from the selected planning audience or their parents. Such a form may include one or more of the following:

- Questions

  Example:

  What Christian education programs or experiences do you expect the church to provide for you?

- Checklists

  Example:

  What Christian education programs or experiences do you expect the church to provide for you? (Please check.)

  ____ A church school class
  ____ A Bible study group during the week
  ____ Social activities
  ____ Study-action groups related to current issues (world hunger, energy crisis, etc.)
  ____ Retreats for fellowship, worship, and study
  ____ Other (Please indicate): _____

  _____

- Opinion responses

  Example:

  Should the church provide fellowship or social activities for persons in your age category as part of its Christian education program? _____ Yes _____ No

  Please explain your answer:

- Sentence completions

  Examples:

  The thing I like best about our Christian education program is . . .

  The thing I miss most in our Christian education program is. . . .

- Response continuums

  Example:

  The Christian education program of our church is: (Place a check over the number most closely reflecting your view.)

Not meeting needs — 1 2 3 4 5 6 7 — Very effectively meeting needs

INTERVIEWS

Select and interview either individually or in very small groups, a number of individuals, using the same openended questions with each person or group.

Avoid merely "yes" or "no" answers by using such questions as:

In what specific ways is the Christian education program helpful to you? To your family?

or

Is our Christian education program helpful to you personally? If so, in what specific ways? If not, what specific changes would make it more helpful?

OBSERVATIONS

Visit two or more groups within the community and church to observe what persons in your audience group are like. You will want to see these persons in their regular settings and engaged in their usual work or activity. Prior to the visits determine what you are watching for: information on their backgrounds, home situations, community involvements, interests, attitudes, skills, understandings, expectations, etc.

4. Consider the strengths and weaknesses in using each of these information-gathering methods. The chart which follows suggests some advantages and disadvantages of the three methods. Add other advantages and disadvantages you think of to the chart.

METHOD	ADVANTAGES	DISADVANTAGES
Written Instruments	Anonymity for the responder. Less pressure on the responder. More time to think of responses. No distortion of immediate responses through conversation with others. Persons may write down what they would not tell another person verbally.	Cannot press for clarification of responses or for deeper answers. Questions and answers may be misinterpreted. Lack of person-to-person interaction.
Interviews	Interviewer can press for deeper answers. Interviewer can test the meaning of answers. Impromptu questions can be added. Questions can be clarified as necessary.	No anonymity for responders. Responders may feel "on the spot." Interviewee and interviewer may be affected by each other's personality. Interviewer may filter answers through his/her own expectations.
Observations	Based on a series of experiences, the "here and now." Persons are seen in their typical experiences.	Interpretation is subject to the observer's seeing only one side of the problem. No chance to get a personal statement of their needs from those observed.

5. In light of this evaluation determine:

- from whom will information be gathered,
- which method(s) you will use,
- when they will be used, and
- who will be responsible to administer each one.

6. On pages 18-19 check in the column, "What Additional Information Do We Need?", those items which you wish to include in your information-gathering efforts. Keep your list as short as possible, including only those items with responses which will be valuable to you and actually be used by you in your planning efforts.

7. Write these checked items as appropriate questions, etc., for use in your written instrument, interviews, or observations (following the examples on pages 20-21).

-
-
-
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-
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-
-

8. Prepare the printed materials needed for the information-gathering methods and administer the methods according to your determined time schedule.

9. After the information is gathered, list separately the responses or data received for each question or item. Duplicate this material for use by each member of the planning group in Step IV.

IV. DEFINE THE NEEDS OR PROBLEMS TO WORK ON

The information which has been gathered in Step III will probably suggest many needs or problem areas which further planning may work on. These needs should be clarified and priorities need to be determined among them in order to limit further the focus for planning.

The situation may be stated in another way. The church's goal for Christian education (Step I) is by its very nature general. It is too large in scope to be achieved in a single year or even a few years. Defining the needs or problem areas to work on is the task of focusing in on some specific aspect of the goal for a given period of time. This "focusing in" is done on the basis of information which planners now have about the audience.

1. Begin this step by reviewing all the information you now have about the planning audience:

   - "What Do We Know Now?" on pages 18-19).
   - The lists of responses or data received for each question or item during your information-gathering efforts in Step III (#9, page 23).

2. Study the information to determine what is being said about your planning audience.

   - What portions of all this information are similar?

   - What portions of all this information are dissimilar?

   - What stands out as trends or primary concerns?

   - What seems to lie beneath the trends? What seem to be the root problems?

3. In light of your goal for Christian education and what you now know about your planning audience, write as many WORKABLE PROBLEM STATEMENTS as you can.

A WORKABLE PROBLEM STATEMENT is a statement of:

Who is (not) doing what.

or

Who has (does not have) what.

or

Who knows (does not know) what.

A WORKABLE PROBLEM STATEMENT is intended to be a statement about persons—what they do or do not do, their skills, their attitudes, their information. Sometimes the subject of the statement is an **it**, although it is preferable to make **who** statements whenever possible.

EACH WORKABLE PROBLEM STATEMENT should be:

- Specific (not general).

  Example: Fewer pre-school children are attending our church school than five years ago.

  Not: We have fewer students in our church school now.

- Something you can do something about.

  Example: Some of our older adults have a need for transportation to church school when the weather is bad.

  Not: We are having too many rainy Sundays this spring.

- Not a put down (not judgmental).

  Example: Our board of Christian education does not know the potential within the community for numerical growth in our pre-school classes.

  Not: Our board of Christian education has been negligent in finding out what the potential within the community is for numerical growth in our pre-school classes.

- Descriptive of the present situation (not the past).

  Example: Young adults in our congregation do not attend classes or groups offered on Sunday mornings.

  Not: We have never been able to have a young adult church school class.

- Descriptive of a problem which the definers "own" (feel some ownership of and are consequently motivated to do something about).

  Example: We have not helped the congregation to be as excited as we are about the future of our church school.

Write workable problem statements which reflect the needs and situation of your planning audience. Write as many as you can think of:

-
-
-
-
-
-
-
-
-
-

4. Reduce your list to 6-8 problem statements, if necessary, by crossing off those for which you feel less urgency or less need.

5. Rank the remaining 6-8 problem statements in order of importance. Do this by numbering them in the list above from 1 to 6 (or 8), with 1 being the problem you feel to be of **greatest** need and **6** (or 8) the need of **least** importance.

6. Examine the problems and their ranking in order to determine which of the top problems you will work on in further planning. Circle those problem statements.

A caution: Although each statement may seem very important to you, it is necessary to be realistic about how many should be written as objectives in Step V and implemented through program plans. It is probably wiser to tackle 2-3 problems well, than to attempt a larger number and not do as well because of lack of time, energy, money, and other resources.

A further caution: It is important that the planning group reach concensus about the problems to be worked on. Test this by asking these questions about the problems:

- Do they adequately reflect our goal for Christian education and our understanding of our planning audience?

- Do we "own" these problems to the extent that we feel motivated to work hard on them?

V. DETERMINE THE OBJECTIVES

In this step you will take the problems you have chosen to work on or the needs you want to meet, and write objectives. Objectives may be thought of as **targeted outcomes to be reached within a specified period of time.** Objectives state desired results and outcomes, not methods and programs for reaching those.

Problems and objectives may be considered opposite sides of the same coin. For example, the problem side of a coin may be:

> Fewer pre-school children are attending our church school than five years ago.

The opposite side of the same coin may be the objective:

> By June of next year there will be an increase of 10% in the number of children attending the pre-school classes in our church school.

Each objective will attempt to answer these questions:

- **Who?** What persons or groups will be involved? For whom, with whom, by whom is the action intended?
- **What?** What kind of action or behavior will be going on when the objective is reached? What will have changed or be different?
- **By when?** By what date is the desired end result to be accomplished?
- **To what extent?** How many? How much? Although not all objectives lend themselves to such measurement, evaluation is greatly enhanced when such specifics are included.

A useful objective is:

- **Clear:** easily understood, simply stated.
- **Specific:** not general, but referring to specific persons or groups and specific action or behavior.
- **Achievable:** challenging but realistic in terms of available time, leadership, and targeted outcomes.
- **Measurable:** identifying things which will indicate whether it has been reached.
- **Consistent:** based on available information about the planning audience; compatible with the church's goal for Christian education and with other current objectives.

1. In Step IV you circled the workable problem statements (#6, page 26) which you will work on in further planning. For each of those problems write one or more objectives using the chart on page 28. You will note that there are 3 columns in this chart.

- Column A suggests the procedure or steps in developing an objective (in question form).
- Column B gives one example.
- Column C is for your use in developing each of your objectives.

Using the chart as an illustration, you may prefer to use the worksheet on page 29 for developing each of your objectives.

WRITING AN OBJECTIVE

A. PROCEDURE	B. EXAMPLE	C. MY WORK
1. What is your workable problem statement?	Fewer pre-school children are attending our church school than five years ago.	
2. What is your hope as you work on this problem?	That we can have more preschool children in church school.	
3. **Who?** What persons or groups will be involved? For whom, with whom, by whom is the action intended?	Children from birth up to kindergarten age.	
4. **What?** What kind of action or behavior will be going on when the objective is reached? What will have changed or be different?	More pre-school children will be regularly attending our church school classes.	
5. **By when?** By what date is the desired end result to be accomplished?	By the end of our next church school year in June.	
6. **To what extent?** How many? How much?	Increase of 10% in attendance.	
7. **How will you now state your objective** to answer the above questions? (Note that objectives may be stated as sentences or as infinitive phrases.)	By June of next year there will be an increase of 10% in the number of children attending the pre-school classes in our church school. **Or:** To increase the number of children attending the pre-school classes in our church school by 10% by June of next year.	

A simple worksheet for use in writing each objective may be prepared as follows:

PROBLEM	HOPE
WHO?	What?
By when?	To what extent?
Objective	

2. List all the objectives here:

3. Decide which of the objectives you will implement. Circle those in #2.

A caution (again): Although each objective may seem very important to you, it is necessary to be realistic about how many should be implemented through program plans. It is probably wiser to work on fewer objectives and do them well, than to attempt a larger number and not do as well because of lack of time, energy, money, and other resources.

VI. DETERMINE THE PROGRAM PLANS.

Most of the individual objectives can be accomplished in a number of ways, through a number of possible events or activities. The task is to choose from among all those ways the **one** or **ones** which you believe can **best** help you to achieve each objective. Each selected way may then be stated as a program plan.

A program plan is a general description of how you intend to achieve an objective. Each program plan describes a program, activity, or plan of action.

For **each** objective it is essential to (1) list a range of program plan possibilities, (2) envision and describe the possible results from each program plan, and (3) select the program plan which will be implemented.

In order to encourage the creativity of your planning group in listing a range of program plan possibilities, consider the following suggestions:

- **Brainstorming** (quickly listing the possibilities persons can think of, without criticism, exploration, or elaboration of any idea). One idea often triggers another.
- **Recalling previous experience** (what the planners have done before).
- **Providing time for individual reflection:** "If it were up to me alone, I would. . . ."
- **Responding to:** "If money, time, or abilities were of no concern, the way to reach the objective is. . . ."
- **Exploring available written resources** for the ideas suggested.
- **Dividing into subgroups** (2s, 3s, or 4s) to generate ideas.

Consider this example. Imagine that your objective is:

> By June of next year 50% of the high school youth of the congregation will be actively involved in some form of educational ministry related to our congregation, beyond their attendance in the church school class or Sunday evening youth group.

The list of the range of possible program plans for this objective may include:

- Publicize and encourage youth involvement in the present educational programs of the congregation.
- Hold a consultation of youth and adult leaders in the congregation on youth involvement in the church's teaching ministries.
- Have a youth retreat to explore the areas of educational ministry which youth would like to be involved in.
- Ask the board or committee of Christian education to define forms of educational ministry in which youth could be engaged and to invite their involvement.
- Work with key youth in setting up interviews with youth regarding their involvement in the educational programs of the congregation.

When such a list of possible program plans has been formulated, each option needs to be evaluated so that the option offering the best possible results may be selected for implementation.

The chart of the following page is suggested for determining a program plan. Make a copy of the chart to use with each objective as you determine its program plan.

DETERMINING A PROGRAM PLAN

The objective

1. List a range of program plan possibilities for implementing the objective.	2. Describe the positive (+) and negative (−) values of each possibility listed in #1.	
	Positive Values	**Negative Values**

3. Select the program plan (or combination of plans) which seems to be best for achieving the objective.

VII. IMPLEMENT EACH PROGRAM PLAN.

When the objectives and program plans are determined, the remaining task is implementation.

For the planners implementation of each program plan will involve describing the program plan in sufficient detail for the implementors, assigning implementation to specific individuals, providing essential resources, deciding how the plan will be evaluated, and maintaining a supportive relationship with those responsible for the implementation.

For **each** program plan the following four suggestions are essential:

1. **Prepare a written description of the program plan for those who will carry it out.** The description should be specific enough to be helpful but flexible enough to allow the freedom necessary for appropriately carrying out the plan. The description will include:

- The objective
- The brief program plan statement from Step VI.
- Details describing:

  (1) What is to be done?
  (2) Who will be responsible?
  (3) What are their specific assignments?
  (4) When is the work to begin and to be completed?
  (5) What changes are anticipated as a result of this plan?
  (6) What support can the implementors expect from the planning group?

2. **Assign responsibility for implementing the program plan to specific individuals.** This includes:

- Considering the best qualified persons in order to determine who will be asked to accept the responsibility of implementation.
- Discussing the written description of the program plan with potential implementors in order to clarify expectations. (This is especially essential if the implementors were not part of the planning group.)
- Securing a commitment from the implementors to do the task.

3. **Provide essential resources for the implementors.** This will include:

- Suggesting names of leaders for programs and activities.
- Securing (or suggesting) printed materials (curriculum, books, leaflets, etc.) and audiovisuals (films, slides, etc.).
- Budgeting adequately for the financial needs of the plan.
- Providing necessary building space, equipment, and supplies.

4. **Decide how the program plan will be evaluated.** (See Step VIII.) It is important that implementation begin with a clear idea about how the program plan will be evaluated. The planners should negotiate with the implementors regarding:

- When evaluation should take place.
- Who is responsible to see that evaluation is done.
- What type of evaluation is appropriate.
- Who is to be informed about the results of the evaluation.

5. **Maintain a supportive relationship with those responsible for implementation.** Support may include periodic checking with implementors to see how plans are progressing, how the implementors feel about their progress, and whether revisions in the plans are necessary. Clarify the times and ways that "checking out" by the planning group and the implementors may occur. Be sure that (1) expectations for support are openly and explicitly clarified before implementation begins and (2) the support promised is actually provided.

VIII. EVALUATE WHAT HAS BEEN DONE.

Evaluation is checking out the effectiveness of our past planning efforts so that we can improve our effectiveness as we plan further for the future. Evaluation is primarily determining the worth or value of what has happened by asking if our efforts changed anything, how much change occurred, and whether the change was what we wanted.

During the year or years for which planning has been done evaluation should take place in at least two ways:

(1) During each program or event the leaders should provide time for participants to indicate the helpfulness of the event. Such questions as these may be asked for verbal or, preferably, written response:

- What was helpful about the event?
- What was not helpful?
- What do you think should have been done differently?

(2) After each program or event the leaders and implementors should evaluate it and report to the overall planning group regarding such questions as:

- What were our hopes for the event?
- How well did we accomplish each hope?
- What were the positive results from the event? What was helpful about the event?
- What were the negative results from the event? What was not helpful about the event?
- How well did the leaders function individually and as a team?
- What would we do differently next time? And why?

The Evaluation Chart on the following page is suggested for use by the overall planning group in evaluating each objective and its program plan at the conclusion of the year or years for which planning has been done. The chart will need to be duplicated so that the group has one copy for each objective/program plan. After completing copies of the chart, one for each objective/program plan, general evaluation of the year should be made using such questions as:

- What positive changes have occurred in the Christian growth/witness/development of our planning audience as a result of our planning efforts? (Step II)
- In what specific ways have our objectives/program plans had a positive effect on the workable problem statements we developed?
- How well did we accomplish our objectives? What objectives do we need to continue to work on?
- How well were the program plans implemented?
- What will we do differently as we plan now for the coming year(s)?

EVALUATION CHART		
Objective:		
Program Plan (in brief)		
What we hoped would happen:	What actually happened:	How we feel about what happened:
The positive results:		
What we would do differently next time:		

PART B: Planning the Church's Total Program of Christian Education

The following suggests how the material in Part A may be used by the church's board of Christian education, pastor, and others in planning the total program of Christian education for a congregation.

PLANNING THE CHURCH'S TOTAL PROGRAM OF CHRISTIAN EDUCATION

The church's board of Christian education should follow closely all the step-by-step suggestions in Part A, "The Basic Planning Steps," as it plans the total program of Christian education for the congregation. Several guidelines are suggested for the board in using the material in Part A:

- **Schedule adequate time for the planning.** The board will not be able to plan well using only portions of its regular monthly meetings. In this way the process will drag on for many months; or more likely, the process will be dropped because individuals will lose interest when little is accomplished as time passes. It is preferable to schedule two major blocks of time for the basic planning: the first, to work on Steps I-III; the second, to work on Steps IV-VII. It may require 2-4 hours for each of these two planning periods, depending on the planning experience and leadership within the group. The two blocks of time should be scheduled 3-4 weeks apart so that Step III (Gather information about the audience) may be completed during this interim time.

- **Prior to beginning with Step I, determine the period of time for which planning is to be done.** Are you planning for one year? For two years? Specifically, when does this period of time begin and end (month and year)? In order to have ample time to plan for the initial months, it is preferable to begin planning 6 months prior to the opening date of the planning period.

- **Although it may seem to be too time-consuming, do Step I (Determine the church's goal for Christian education) well.** It is basic to all the other steps. Furthermore: although it is adequate for the board to do this step as outlined, **it is by far preferable to involve the leadership of the congregation in the process suggested in Step I.** A retreat or other special occasion for involving the congregation in determining the goal of Christian education will be motivational in terms of helping persons (1) feel a sense of ownership about the goal and (2) participate in the subsequent Christian education programs and activities related to it.

- **It is important to involve as many people in the congregation as possible in the process of planning.** Although the board of Christian education has responsibility for planning the total program of Christian education, it should carefully consider ways of involving individuals and groups in that process, including:

  —students/participants/learners (and their parents)
  —teachers/leaders
  —church officers/boards/committees

Those who are involved will have some investment in the goal, objectives, and program plans. They will participate more freely and meaningfully. Strategies for involvement may include:

—A retreat or special occasion for involving persons in determining the goal of Christian education (suggested above)

—Asking other church boards, committees, or groups to respond to preliminary statements on "Christian education is . . ." (B of Step I) and "Our church's goal for Christian education is . . ." (C of Step I).

—Asking individuals and classes/groups to respond to the chart, "The Audience and Our Planning" (Step II), as input to the board in determining its primary audience for the planning period.

—The use of written instruments or interviews with various persons in Step III (Gather information about the audience").

—Inviting selected persons to participate in Step IV ("Define the needs or problems to work on") because of their special expertise or interest.

—Inviting selected persons to participate in Step IV ("Define the needs or problems to work on") because of their special expertise or interest.

—Asking selected persons and other boards or committees to react to your objectives and program plan statements as they are being developed.

—Involving selected persons or groups in Step VI ("Determine the program plans"), particularly persons who will likely be involved in the implementation. For example, when an objective is related to the church school, the superintendent and other church school administrators may need to be involved in implementation decisions.

The board will not want to do all these things. They are merely possibilities. The board will need to decide: How and at what points will we involve others in the planning process?

PART C: Planning for Specific Areas of Christian Education

The following suggests how the material in Part A may be used by local church administrators who are responsible for planning specific areas of Christian education, such as:

the Sunday school
ministry with children
ministry with youth
ministry with adults
family ministries
mission education
vacation church school
etc.

PLANNING FOR SPECIFIC AREAS OF CHRISTIAN EDUCATION

There are generally several groups which have administrative responsibility for planning specific areas of Christian education in a church. These groups are not responsible for the total program of Christian education; the board of Christian education is. However, each of these groups has been appointed by the board to plan a specific portion of that total program.

The assignment may be to plan educational ministries for a group of persons of a specific age or with a specific need: for example, one of the categories on the chart, "The Audience for Our Planning," pages 15-16.

The assignment may be to plan for a specific educational concern which encompasses persons of all ages: for example, mission education or family life education.

The assignment may be to plan for an established educational program: for example, the Sunday school.

In any case, the planning group has been delegated to plan for a specific area of the total program of Christian education.

"The Basic Planning Steps" in Part A are appropriate for such a planning group. These guidelines are suggested in using Part A for this purpose.

- **Schedule adequate time for the planning.** It is suggested that you schedule two major blocks of time for use of the planning steps: the first, to work on Steps I-III, the second, to work on Steps IV-VII. It may require 2-4 hours for each of these two planning periods, depending on the planning experience and leadership within the group. The two blocks of time should be scheduled 3-4 weeks apart so that Step III ("Gather information about the audience") may be completed during this interim time.

- **Prior to beginning with Step I, determine the period of time for which planning is to be done.** This may have been indicated to the group when the planning assignment was made. If not, are you planning for one year? For two years? Specifically when does this period of time begin and end (month and year)? In order to have ample time to plan for the initial months, it is preferable to begin planning 6 months prior to the opening date of the planning period.

- **Consider Step I ("Determine the church's goal for Christian education") absolutely essential because it is basic to all your work.** It is essential that planning be done in relationship to the church's goal for Christian education.

  —If your board of Christian education has not developed a goal for Christian education in your church, you may wish to encourage them to do so (according to Step I, pages 12-14) before you begin your assignment.
  Or, you may wish to ask the board to join you as you do Step I.
  Or, you may do all of Step I as a group without the board.

  —**If your board of Christian education has a statement of goal,** follow the suggestions of #1, pages 12-13, for becoming familiar with it.

- Your stated assignment as a planning group may help you to do Step II, ("Identify the audience" quickly, but don't underestimate the importance of the step. Even though you have a target audience assigned to you, you may still need to be **more specific** in relationship to your audience. For example, if your assignment is family ministries, you will still need to narrow your specific target audience as Step II suggests because "family ministries" could encompass all categories on the chart, "The Audience and Our Planning," page 17.

- Follow Steps III through VIII as suggested in Part A. You will find these quite helpful.

PART D: Planning for a Class/Group Session

The following suggests how the material in Part A may be used by teachers and other leaders in planning for regular class/group sessions. This includes Sunday school classes, weekday study groups, etc.

PLANNING FOR A CLASS/GROUP SESSION

The purpose of this section is to suggest how the "Basic Planning Steps" in Part A may be used by teachers and other leaders in session planning for weekly or regular class/group sessions.

It is assumed that the assignment of teachers and other leaders to regular group leadership includes the provision of specified curriculum or course materials which are to be used.

The nature of a class/group assignment and of the printed materials necessitates certain adaptations of "The Basic Planning Steps" for use by teachers and group leaders, although the steps are primarily the same.

The following chart shows how "The Basic Planning Steps" are adapted for session planning use. Note how Steps I-III are adapted for a one-time use by teachers or group leaders when the task of group leadership is first accepted (labeled "Initial Planning" on the chart) and how Steps IV-VIII are adapted for weekly or regular use in planning for each session (labeled "Planning for Each Session" on the chart).

BASIC PLANNING STEPS (Part A)	PLANNING BY TEACHERS/GROUP LEADERS	
I. Determine the church's goal for Christian education.	A. Review the church's goal for Christian education.	INITIAL PLANNING: Steps A-C should be done when the task of teaching, or group leading is accepted. Information from Step C may be reviewed as each class/group session is planned.
II. Identify the audience.	B. Clarify who the audience is.	
III. Gather information about the audience.	C. Gather information about the audience.	
IV. Define the needs or problems to work on.	1. Define the needs or problems to work on in the session.	PLANNING FOR A SESSION: Steps 1-5 should be done weekly or for each class/group session.
V. Determine the objectives.	2. Determine objectives for the session.	
VI. Determine the program plans.	3. Determine the general plan for the session.	
VII. Implement each program plan.	4. Carry out the plan.	
VIII. Evaluate what has been done.	5. Evaluate the session.	

The following material gives step-by-step suggestions for teachers and group leaders in doing the steps of "Initial Planning" and "Planning for Each Session."

INITIAL PLANNING

When a teacher or group leader is assigned to the task of teaching or leading, he/she should be engaged in three planning steps with co-leaders (or, if necessary, as an individual).

Step A: Review the church's goal for Christian education.

It is essential that you plan each session in relation to the church's goal for Christian education.

- **If your board of Christian education has not developed a goal for Christian education in your church,** you may wish to encourage them to do so (according to Step I of the "Basic Planning Steps," pages 12-14).

  Or, you may wish to arrange to join with other teachers or group leaders to do Step I.

  Or, you may do Step I by yourself as a means of beginning your planning with some focus on what a goal for Christian education should be.

- **If your board of Christian education has a statement of goal for Christian education,** review the goal in the following way (with one or more other teachers/leaders if possible):

  (1) Write the statement of goal of Christian education here:

  (2) Review with others the following questions about the statement:

  —Why was it written?

  —How and when was it written?

  —Who developed it?

  (3) What are the key words or phrases in the goal?

  (4) How would you paraphrase or summarize the goal in your own words?

Step B: Clarify who the audience is.

Your assignment to teach or lead a specific class/group will include a specified audience—that is, the persons in the class or group. Clarify for yourself who the audience is by:

(1) obtaining the class/group membership or attendance list;

(2) reviewing the list with former and other present leaders of the group so as to learn more about individuals on the list; and

(3) writing out a brief summary description of who the "audience" of the class/group is.

Step C: Gather information about the audience.

(1) When it is clear who the "audience" is, it is essential to learn all you can about individual participants in the class/group. We need to ask:

- What do we now know about the participants?

- What additional information do we need?

- How will we get that information?

The chart on the following page will help to answer the first two questions.

INFORMATION NEEDED	WHAT DO WE KNOW NOW ABOUT PARTICIPANTS?	WHAT ADDITIONAL INFORMATION DO WE NEED?
Their background (significant experiences, relationships, influences, etc.)		
Their home situations (relationships, atmosphere, etc.)		
Their community involvements (types of groups, quality of the experiences, etc.)		
Their interests (hobbies, etc.)		
Their attitudes (feelings, motives, commitments, openness to others, etc.)		
Their skills and understandings (what they know and want to know, skills they have and need, etc.)		
Their expectations from the Christian education program (hoped-for-experiences, relationships, growth, etc.)		

(2) Decide how you will get the desired additional information. Several methods for gathering additional information are possible. (See pages 20-21.) These include:

- Written instruments (for use with participants)
- Interviews with the participants (preferably in visits to their homes)
- Observations (by the new teacher/leader through visits in the class/group before beginning to serve as leader; or by asking someone else to observe the group in action in order to later share findings with the new teacher/leader)

(3) Decide which of these methods you will use by considering the strengths and weaknesses of each method as described on the chart on page 22.

(4) Check the items in the column, "What Additional Information Do We Need?" (page 44), which you wish to include in your information-gathering efforts.

(5) Write these checked items as appropriate questions, etc., for use in your written instruments, interviews, or observations. (See examples on pages 20-21.)

(6) After the information is gathered, summarize your findings for easy review as you plan the weekly or regular sessions of your class or group.

PLANNING FOR EACH SESSION

The following material gives step-by-step suggestions for teachers and group leaders in planning weekly or regular sessions of their groups.

Step 1: Define the needs or problems to work on in the session.

This includes:

(a) Review what you know about class/group participants. A quick re-reading of your summary of findings from Step C will be helpful.

(b) Review what happened in the last session of the class/group. What were the evaluations of the participants and leaders? What needs to be incorporated into this session by way of followup?

(c) Study carefully all the curriculum or course materials related to the session, including related biblical materials. Note especially the needs of persons to be addressed in the session. Write those needs here:

(d) Write one or more workable problem statements which reflect both the needs and situation of class/group participants and the concerns of the printed course materials. (See the material on workable problem statements, pages 25-26.)

Step 2: Determine objectives for the session.

(a) Review the suggested objectives for the session as found in the printed course materials. Which of these are or are not related to your workable problem statements for the session?

(b) Write other objectives suggested to you by the workable problem statements. (For help in this see pages 27-30.)

(c) Determine which objectives to use (from the printed materials and from the ones you have developed).

Step 3: Determine the general plan for the session.

(a) Study the suggestions for methods and activities which are included in the course materials for the session. List these in column A below:

A	B
	+
	−

(b) Also list in column A other possible methods and activities you can think of to help reach your session objectives. (The suggestions on page 35 may encourage your creativity in making the list.)

(c) In column B above describe the positive (+) and negative (−) values of each method and activity listed in A.

(d) Circle in column A the methods and activities you prefer for the session plan.

(e) State in a sentence or two the general plan for the session in light of your objectives and the selected methods and activities.

Step 4: Carry out the plan.

(a) Outline the session plan by writing out:

- the objectives for the session,
- the general plan for the session,
- the step-by-step procedure for the session including the order for use of methods and activities, approximate time allocations for each, and (if you are part of a leader team) decisions about which leader is to lead each step, and
- a list of supplies, materials, and equipment needed (and if you are part of a leader team, which leader is to secure each item).

(b) Determine the necessary room arrangements for the session (chairs, tables, etc.).

(c) Decide who will lead each part of the session plan (if you are part of a teaching team).

(d) Secure the supplies, materials, and equipment needed for the session.

(e) Prepare for your specific leadership roles in the session, including moments of prayer and quiet reflection on your objectives and hopes for the session.

(f) Lead the actual session.

Step 5: Evaluate the session.

It is important to have evaluation of each session in preparation for subsequent sessions. Evaluation by participants should be included in each session; evaluation by teachers/leaders should follow each session.

During the session participants should be asked to evaluate the experiences by responding to such questions as:

—What did I learn?

—How do I feel about the session?

—What suggestions do I have for the teachers/leaders?

After the session the teachers/leaders should evaluate it by responding to such questions as:

—What helped?

—What hindered?

—How well were the objectives reached?

—What should be done differently next time?

—What followup on the session is needed?

APPENDIX A
RESOURCES FOR EDUCATIONAL PLANNERS

Planning for the Teaching Church

- DOING CHRISTIAN EDUCATION IN NEW WAYS, Evelyn M. Huber (Judson Press, 1978). Innovative ideas from many churches.

- PAUL'S VISION FOR THE TEACHING CHURCH, David L. Bartlett. (Judson Press, 1977). Study book considering Paul's concept of the teaching church.

- PLANNING CHRISTIAN EDUCATION IN YOUR CHURCH, Kenneth D. Blazier and Evelyn Huber (Judson Press, 1974). Step-by-step guide for planning by the board of Christian education.

- THE TEACHING CHURCH AT WORK, edited by Kenneth D. Blazier (Judson Press, 1980). A manual for a local church board of Christian education with practical helps related to the goal and purpose of the teaching ministry, functions and organization of the board, Planning for Achievement in Christian Education (PACE), etc.

Planning for Leader Development

- ENLIST, TRAIN, SUPPORT CHURCH LEADERS, Evelyn M. Huber (Judson Press, 1975). A practical guide for church boards and committees.

- HELPING CHURCH WORKERS SUCCEED, D-B Heusser (Judson Press, 1980). A guide for enlisting and supporting church leaders.

Planning for Age-Group Ministries

- EDUCATIONAL MINISTRY WITH ADULTS, Roy Ryan (Board of Discipleship of the United Methodist Church, 1972). Practical tips on planning and administering an effective program of ministry with adults.

- ON BEHALF OF CHILDREN, Linda Isham (Judson Press, 1975). Ways to plan for and minister with children of a church.

- YOUTH MINISTRY: SUNDAY, MONDAY, AND EVERYDAY, John L. Carroll and Keith L. Ignatius (Judson Press, 1972). Resources for planners of ministry with Youth.

Planning for Classes/Groups

SESSION PLANNING FOR CHURCH SCHOOL TEACHERS, Nancy Geyer and Shirley Noll (Judson Press, 1971). A packet of materials for leaders of a series of 5 local church workshops on session planning.

DEVELOP YOUR TALENT TO TEACH, by Kenneth Hall, Warner Press, 1977. A basic guide for teaching in the church. TO TEACH YOUNG CHILDREN, by Jeanette Cox; TO TEACH ELEMENTARY CHILDREN, by Betty Jo Hutchison; TO TEACH YOUTH, by David C. Shultz; TO TEACH ADULTS, by Forrest M. Plants. Manuals for age-level teachers.

THE TEACHER AS EVANGELIST, by Irene Caldwell, Board of Christian Education of the Church of God, 1972.

TEACHING AND LEARNING WITH YOUNG CHILDREN, Grace Harger and Arline Ban; TEACHING AND LEARNING WITH EARLY ELEMENTARY CHILDREN, Muriel Lichtenwalner and Arline Ban; TEACHING AND LEARNING WITH OLDER ELEMENTARY CHILDREN, Arline Ban (Judson Press, 1979). Three manuals for workers with children in a church, designed for individual reading or group study.

Planning for the Church School

BUILDING AN EFFECTIVE CHURCH SCHOOL, Kenneth D. Blazier (Judson Press, 1976). Guide for superintendents, boards of Christian education, and other planners.

EVANGELISM IN YOUR CHURCH SCHOOL, Vincie Alessi (Judson Press, 1978). A consideration of evangelism and the church school, primarily the factors necessary to produce a climate conducive to evangelism.

A GROWING CHURCH SCHOOL, by Kenneth D. Blazier (Judson Press, 1978). A planning guide related to strengthening seven factors which may contribute to church school growth.

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